DOCUMENT RESUME

ED 333 392 CS 212 681

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TITLE What Works? Summary of Research about Teaching Reading. Learning Package No. 26.
INSTITUTION Indiana Univ., Bloomington. School of Education.
PUB DATE 90
NOTE 42p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cognitive Processes; Distance Education; Elementary Education; Higher Education; Inservice Teacher Education; *Language Acquisition; Phonics; *Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Research; Schemata (Cognition); Teaching Methods; *Theory Practice Relationship
IDENTIFIERS Strategic Reading

ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on reasearch about teaching and learning reading is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

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Learning Package #26

What Works? Summary of Research about Teaching Reading

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

What Works?

SUMMARY OF RESEARCH
ABOUT TEACHING READING

by Carl Smith

Lecture

More and more we educators are asking the question: "What works?" We all know that hundreds, even thousands of research reports on relevant topics are written each year. But the data are strung out, and often contradictory. What teachers and parents need is a synthesis of relevant data, not a string of individual studies.

To meet the needs of teachers and school boards who want to know what the research consensus says, the U.S. Department of Education began issuing a series of booklets on "what works in schools." One of those was concerned with teaching and learning, and William Bennett's preface to this booklet states clearly that it was written for the American people (*What Works: Research about Teaching and Learning*. U.S. Department of Education, 1986).

The value of this 1986 publication and its 1985 companion, *Becoming a Nation of Readers*, is that they present research conclusions in a form that we all can comprehend. Some research scholars may argue over some of the conclusions found in these publications. In the main, however, they do succeed in helping practioners evaluate their teaching, and in energizing the decision-making in which both teachers and parents engage. The research conclusions drawn in these publications are stated simply enough that they enable each of us to ask such questions as: "Am I acting

that way?" or, "Would that idea work in my class?" or, "Does it make sense for me to change the way I interact with my students?" Now isn't that a refreshing way to examine one's conscience?

In this lecture we will discuss a number of the statements made in these two booklets, and in some other synthesis documents on the teaching and learning of reading. However, as the more general publication *What Works: Research about Teaching and Learning* reminds us, any discussion of "what works" cannot be limited to a set of guidelines for a particular subject. The learning environment of the home and of the school play a significant role in "what works." Therefore, some aspects of the home and of the school environment will also be considered.

You no doubt will recognize many of these guidelines, these statements of the research consensus. That part of this review will be reassuring. However, as we move across the spectrum of reading and language arts research, some of the conclusions will probably prompt you to say: "Isn't **that** interesting?" or, "I wish I had thought of that earlier!"

The first guideline could be stated as follows:

What parents do to help their children learn is more important to academic success than how well-off the family is.

Parents do create a curriculum in the home. If that curriculum includes reading to children, talking to them about books and the world, listening to them, and encouraging them to explore new ideas,

they will be more likely to succeed than children from other homes. Those efforts improve children's performance no matter what the level of the family income.

We know that one of the best ways for children to improve their reading ability is to read a lot. Extensive reading is as likely to be fostered in the home as it is in the school. By working together, school and home can have a significant effect on the fluency of children's reading. That means that books have to be available in both places, and significant time has to be devoted to reading those books. Unfortunately, the average elementary school child spends only eleven minutes a day in extended text reading, but he or she spends more than 130 minutes a day watching television.

We conclude that teachers need to work hard at getting parents involved in the reading, and in the learning, of their children.

A second research guideline states that:

Children should be encouraged to draw stories, to scribble messages, to discuss their thoughts, and to listen for the ideas of others.

All of these activities help children become more confident and more competent in the use of their language. Parents and teachers of young children need to be especially attentive to the child's desire to communicate. Grammatical accuracy and correct spelling will come with time. First, children need to feel that they have ideas that they can communicate to others. Gradually they will

learn the standard conventions of grammar, punctuation, and spelling.

Teachers may refer to the child's emerging awareness of print and its real-world functions as "emergent literacy." The word "literacy" often replaces the words "reading" and "writing" in today's journals as researchers try to make us aware of the integrated involvement of listening, speaking, reading, and writing in the complex environment of printed messages. The use of the word "literacy" reminds us, then, that our involvement in printed communications leads us into interactions with others and with ourselves as we construct meaning.

A third research conclusion for early readers says:

Learning phonics helps children to understand the relationship between letters and sounds and to break the code that links the words they hear with the words they see in print.

Phonics should be taught early and taught as a tool to better reading, not as a series of isolated drills in the pronunciation of sounds. It should never interfere with the excitement of building meaning; rather, it should act as a means of building meaning. Once the sound-symbol link has been established and the major sound-symbol patterns learned, reading instruction should move to vocabulary building, comprehension strategies, and thinking skills.

A conclusion about comprehension provides this guideline:

Comprehension strategies should be used to help children view the reading passage as a complete message.

The emphasis on strategic thinking in reading starts with a deliberate attempt to connect previous knowledge to the subject or theme of the text. For that reason teachers encourage children to open their minds to their prior knowledge, and to build background that prepares them for the topic at hand. This sense of connectedness is often referred to as "schema building," a process of creating the links and the frameworks that will make it feasible for children to comprehend what they read. "Useful approaches to building background knowledge to a reading lesson focus on the concepts that will be central to understanding the upcoming story, concepts that children either do not possess or may not think of without prompting." (*Becoming a Nation of Readers*, p. 50.)

Just as learners approach reading by building background, so they continue through the text by asking themselves questions and by monitoring their own comprehension. "Skilled reading is strategic. Becoming a skilled reader requires learning to control one's reading in relation to one's purpose, the nature of the material, and whether one is comprehending." (*Becoming a Nation of Readers*, p. 17.) It is quite clear from recent research that young readers and poor readers do not regularly see relationships between what they know

and what they are reading on their own. They require the guidance of teachers, and perhaps of their peers.

Following their reading, a discussion helps learners pull together the ideas they have experienced. Alternatively, a reader may respond to a selection in writing, perhaps even just for himself or herself. The evidence of today's studies, however, convinces us that the public exchange of ideas about a shared reading is one of the best ways of helping a variety of individuals decide what they now know and understand. Comprehending the message remains the goal of reading throughout the learner's engagement with it.

Even though we speak of a strategic approach in the general terms of building background, monitoring comprehension, and responding to reading through a group exchange, that does not mean that teachers have nothing to teach. "Teachers need to teach comprehension strategies directly." (*Becoming a Nation of Readers*, p. 81.) This means that teachers need to model thinking strategies for their students, and give students opportunities to examine them and to practice them. This directive seems particularly important in light of recent evidence which indicates very little actual teaching of comprehension in American classrooms.

Regarding teaching, one conclusion stands out:

One characteristic that distinguishes effective classrooms from ineffective ones is the teacher's commitment to the belief that all children can learn to read. Effective teachers strive to

see that every child masters basic skills and then goes as far beyond this basic level as possible. (*Becoming a Nation of Readers*, p. 86.)

This commitment to helping the learner in a direct way means that the effective teacher of reading establishes goals and objectives in which all students can participate. Those are the community goals of the school and the class. After that, there are many opportunities for individual interests and personal learning to take place. However, how some teachers are able to maintain high levels of individual interest, while at the same time keeping a variety of students on target, is still one of the mysteries of teaching. Research has no simple prescription for how that is accomplished. Some of the central ingredients in a dynamic and effective classroom can be mixed together only by the artistry of the teacher. Combining research evidence with the artistry of the teacher is what leads eventually to the power in effective schools.

ERIC® Digest

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Beginning Reading Instruction in the United States

by Marilyn Jager Adams

A report entitled *Beginning to read: Thinking and learning about print* has been released as a book through the MIT Press. A summary of this report is available from the Center for the Study of Reading.

Why Was This Report Written?

In 1984, under the auspices of the National Academy of Education, the Center for the Study of Reading produced a report on the status—the strengths and shortcomings—of research and instructional practice in reading education. Following this report, *Becoming a Nation of Readers*, Congress asked the Department of Education to compile a list of available programs on beginning reading instruction, evaluating each in terms of the cost effectiveness of its phonics component. In partial response to this requirement, I was asked by the Department of Education—through the Center for the Study of Reading at the University of Illinois—to produce a report on the role of phonics instruction in beginning reading. Specifically, my charge was to address the following questions: Is phonics a worthwhile component of beginning reading instruction? If so, why? How might such instruction be most effectively realized?

It should be recognized that the word "phonics" is a red flag to some in the field of reading education. Because of this, the report has been and will be associated with a certain amount of controversy. What is phonics? Phonics is instruction intended to help children understand the fundamentally alphabetic nature of our writing system and, through that understanding, to internalize the correspondences between frequent spelling patterns and the speech patterns—the words, syllables, and phonemes—that those spellings represent. The debate over phonics centers on whether its instruction promotes or impedes development of the attitudes and abilities required for reading comprehension. Given that the goal of reading instruction is to foster a willingness to read and to further the skill and disposition to do so purposefully, reflectively, and productively, I did not dismiss this debate. Instead I centered the report on it.

Marilyn Jager Adams is a senior scientist with Bolt, Beranek, and Newman in Cambridge, MA and with the Center for the Study of Reading.

What Did I Do?

To produce this report, I spent a year reviewing the history of the debate, the literature on the relative effectiveness of different instructional approaches, the theory and research on the knowledge and processes involved in skillful reading, and the various literatures relevant to reading acquisition.

What made this task especially challenging and worthwhile is that the relevant information and arguments are scattered across so many fields. More specifically, the relevant research literature divides itself not only across fields of education, psychology, and linguistics, but also the fields of computer science and anthropology. I can report that across disciplines, and despite differences in terminology and perspective, I found considerable overlap in both issues and answers. Still more valuable, I believe, were the ways in which these literatures complemented one another. Collectively presented and interrelated, they support a much richer and more refined understanding of the issues and challenges we face in designing, delivering, and evaluating our students' reading education.

What Did I Find?

Perhaps the most influential arguments for teaching phonics are based on studies comparing the relative effectiveness of different approaches to teaching beginning reading. These studies can be sorted into two categories. Those in the first category consist of small but focused laboratory studies. Those in the second category have compared the effectiveness of instructional approaches in real classrooms. Many of the classroom studies have been large scale, involving hundreds or thousands of children; they include, for example, the research conducted in the 1960s by Jeanne Chall under the sponsorship of the Carnegie Corporation, the 27 studies of the U.S.O.E. Cooperative Research Program in First-Grade Reading Instruction (1964-1967), and the 22 instructional models evaluated by the Office of Education through the Follow-Through project in the 1970s.

In the quest for answers about instructional effectiveness, these studies offer both good news and bad. The good news is that they suggest, with impressive consistency, that instruc-

tional approaches that include systematic phonics lead to higher achievement in both word recognition and spelling, at least in the early grades, and especially for slower or economically disadvantaged students. The bad news is that the studies do not permit precise identification of the factors underlying the phonics advantage. Whereas the laboratory studies provide clean contrasts of whatever variables they were designed to assess, they leave one wondering about the would-be influence of all those factors that were controlled or absent. Conversely, whereas the classroom studies offer real-world validity, they leave one wondering about the many factors that, though unavoidably present, were uncontrolled or unmeasured. Last but hardly least, the overall advantage of phonics instruction across the studies that compare methods of instruction is relatively small.

With this perspective, I turned to specialized literatures. I will summarize these literatures in three parts, corresponding to research and theory on skillful readers, on poor readers, and on children who have not yet entered school.

Skillful readers. A hallmark of skillful readers is the speed and relative effortlessness with which they typically progress through the written text. Laboratory research indicates that, in doing so, they visually process virtually each and every letter of the text. Further, as their eyes pass over the words, their minds automatically and rather irrepressibly translate the spellings of the words into pronunciations. (This happens at the level of mental activity though not necessarily at the level of tongue activity.) Theory and research affirm that both the speed and effortlessness of these activities are integral to the capacity to read with skillful comprehension.

Skillful readers' speed of fluency enables them to think about whole phrases or sentences at once. The effortlessness of the word recognition process allows skillful readers to focus their active attention on the process of comprehension—on monitoring and assessing the message of the passage.

Poor readers. Research demonstrates that the ability to read English-like nonsense words, such as *zust* and *nell*, is a uniquely powerful discriminator of good from poor readers. Most poor readers have not learned to recognize frequent spelling patterns or to translate spelling patterns to speech patterns. Indeed, many of the symptoms that have variously been ascribed to neurological dysfunction or perceptual deficits are now being traced to insufficient familiarity with the visual forms of individual letters and the ordered, letter-by-letter composition of common English spelling patterns. Similarly, many problems that appear on the face of it to reflect comprehension difficulties are frequently traced to unaffordable efforts, slowness, or incompleteness in the word recognition processes.

Children who have not yet entered school. Identification of predictors of children's eventual success in learning to read has been an active area of research. Three powerful predictors are (1) preschoolers' ability to recognize and name letters of the alphabet; (2) their general knowledge about text (which is the front of the book, whether the story is told by the pictures or the print); and (3) their awareness of phonemes (the speech sounds that correspond roughly to individual letters).

While, however, a preschooler's phonemic awareness may be the best single predictor of how much that child will learn about reading in school, the best predictor of a preschooler's awareness is found to be how much she or he has already learned about reading. Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will need for learning to read. Adding regular doses of "Sesame Street," reading/writing/language activities in preschool, and time spent fooling around with magnetic letters on the refrigerator or playing word and "spelling" games in the car, on a computer, with crayons, and so on, such children will have experienced several thousand more hours of literacy preparation before entering first grade.

Before formal instruction is begun, children should possess a broad, general appreciation of the nature of print. They should be aware of how printed material looks and how it works; that its basic meaningful units are specific, speakable words; and that its words are comprised of letters. Of equal importance, they should have a solid sense of the various functions of print—to entertain, inform, communicate, record—and of the potential value of each of these functions to their own lives. To learn to read, a child must learn first what it means to read and that she or he would like to be able to do so. Our classrooms, from preschool on up, must be designed with these concepts in mind.

What Do These Findings Mean?

In all, a child's success in learning to read in the first grade appears to be the best predictor of her or his ultimate success in schooling as well as all of the events and outcomes that correlate with that. Yet, across the literature I reviewed, children's first-grade reading achievement depends most of all on how much they know about reading before they get to school.

In a way, this conclusion seems disheartening; it seems somehow to beg the American Dream. In another way, however, it is heartening. Differences in reading potential are shown not to be strongly related to poverty, handedness, dialect, gender, IQ, mental age, or other such difficult-to-alter circumstances. They are due instead to learning and experience—and specifically to learning and experience with print and print concepts. They are due to differences that we can teach away—provided, of course, that we have the knowledge, sensitivity, and support to do so.

References

Adams, Marilyn Jager. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: Massachusetts Institute of Technology, 1990, 494 pp. [ED 317 950]

Adams, Marilyn Jager, et al. *Beginning to Read: Thinking and Learning about Print. A Summary*. Champaign, IL: Center for the Study of Reading, 1990, 148 p. [ED 315 740]

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED273928
AU: Alvermann,-Donna, Ed.; And-Others
TI: Research within Reach: Secondary School Reading. A Research-Guided Response to the Concerns of Educators.
CS: Appalachia Educational Lab., Charleston, W. Va.
PY: 1986
NT: 283 p.; For a related document on mathematics, see ED 225 842.
PR: EDRS Price - MF01/PC12 Plus Postage.
DE: Critical-Thinking; Decision-Making; Educational-Theories; Grouping-Instructional-Purposes; Metacognition-; Program-Development; Program-Effectiveness; Readability-; Reading-Programs; Reading-Skills; Secondary-Education; Student-Motivation; Teacher-Role; Teaching-Methods; Vocabulary-Development
DE: *Content-Area-Reading; *Reading-Comprehension; *Reading-Instruction; *Reading-Research; *Reading-Writing-Relationship; *Theory-Practice-Relationship
AB: Intended for secondary school teachers in all subject areas, this book synthesizes and translates reading-related research on a variety of specific topics. Each chapter in the book opens with a question or questions posed by teachers, then proceeds to a discussion of the research and practice pertaining to the issues raised. Each chapter ends with a summary and a list of references. Each chapter can be read independently. Questions raised in the 13 chapters of the book deal with the following areas: (1) reading programs, (2) effective schools and effective teaching research, (3) developing lifetime readers, (4) learning from text, (5) comprehension and thinking skills, (6) vocabulary, (7) readability, (8) objectives and materials, (9) integrating oral and written language, (10) grouping, (11) teacher decision making, (12) metacognition, and (13) staff development. A 27-page bibliography concludes the document. (FL)

AN: EJ364718
AU: Balajthy,-Ernest
TI: What Does Research on Computer-Based Instruction Have to Say to the Reading Teacher?
PY: 1987
JN: Reading-Research-and-Instruction; v27 n1 p54-65 Fall 1987
AV: UMI
DE: Elementary-Secondary-Education; Reading-Improvement; Reading-Research; Reading-Skills; Student-Motivation; Teaching-Methods; Theory-Practice-Relationship; Word-Processing
DE: *Computer-Assisted-Instruction; *Computer-Uses-in-Education; *Instructional-Effectiveness; *Reading-Achievement; *Reading-Instruction
AB: Examines questions typically asked about the effectiveness of computer-based reading instruction, suggesting that these questions must be refined to provide meaningful insight into the issues involved. Describes several critical problems with

existing research and presents overviews of research on the effects of computer-based instruction on achievement and motivation. (SKC)

AN: EJ326504
AU: Bristow,-Page-Simpson
TI: Are Poor Readers Passive Readers? Some Evidence, Possible Explanations, and Potential Solutions.
PY: 1985
JN: Reading-Teacher; v39 n3 p318-25 Dec 1985
AV: UMI
DE: Comparative-Analysis; Elementary-Education; Reading-Research; Teacher-Attitudes; Theory-Practice-Relationship
DE: *Academic-Aptitude; *Reading-Attitudes; *Reading-Difficulties; *Reading-Instruction
AB: Indicates that passivity in poor readers seems to be tied to several interrelated factors, including frustrating materials, repeated failures, and differences in teacher treatment of good and poor reading groups. Suggests that direct training can mitigate these problems. (FL)

AN: EJ327813
AU: Clary,-Linda-M.
TI: Twelve "Musts" for Improved Reading Comprehension.
PY: 1986
JN: Reading-Horizons; v26 n2 p99-104 Win 1986
AV: UMI
DE: Educational-Improvement; Educational-Theories; Learning-Processes; Schemata-Cognition
DE: *Reading-Comprehension; *Reading-Instruction; *Reading-Processes; *Reading-Research; *Research-Utilization; *Theory-Practice-Relationship
AB: Summarizes research conducted at the Center for the Study of Reading at the University of Illinois and points out what it means to daily reading instruction. (FL)

AN: EJ327873
AU: Clary,-Linda-Mixon; Smith,-Susan-Jeter
TI: Selecting Basal Reading Series: The Need for a Validated Process.
PY: 1986
JN: Reading-Teacher; v39 n5 p390-94 Jan 1986
AV: UMI
DE: Board-of-Education-Role; Elementary-Education; Evaluation-Criteria; Government-Role; Parent-Role; Publishing-Industry; School-Role; Student-Role; Textbooks-; Textbook-Standards
DE: *Basal-Reading; *Evaluation-Methods; *Reading-Instruction; *Reading-Material-Selection; *Reading-Research; *State-Standards

AB: Describes one statewide process of basal series selection and outlines the concerns of eight groups involved in the process. (FL)

AN: EJ343703
AU: Collins,-Cathy
TI: Is the Cart Before the Horse? Effects of Preschool Reading Instruction on 4 Year Olds.
PY: 1986
JN: Reading-Teacher; v40 n3 p332-39 Dec 1986
AV: UMI
DE: Preschool-Education; Teacher-Role; Teaching-Methods
DE: *Educational-Theories; *Language-Acquisition; *Reading-Instruction; *Reading-Research; *Theory-Practice-Relationship
AB: Points out that four theories underlie preschool reading programs, then provides a summary of practices in American preschools and day care programs, synthesizes research on preschool reading instruction, and offers seven suggestions to preschool educators. (FL)

AN: ED227093
AU: Emans,-Robert
TI: Teaching Behaviors in Reading Instruction: A Review of the Research and Critique.
PY: 1983
NT: 49 p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 24, 1983).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Academic-Achievement; Educational-Research; Elementary-Education; Expectation-; Positive-Reinforcement; Questioning-Techniques; Student-Teacher-Relationship; Time-Factors-Learning
DE: *Classroom-Techniques; *Reading-Instruction; *Reading-Research; *Teacher-Behavior; *Teacher-Effectiveness
AB: This paper summarizes research findings on teacher behavior and its relationship to student reading achievement. Research studies included in the review identified actual teaching behaviors, included observations of teacher-learner interactions, were limited to elementary school, and were conducted between 1966 and 1972. Subjects covered in the studies include: (1) instructional time and student achievement; (2) direct instruction; (3) classroom climate and teacher management; (4) teacher praise and criticism; (5) teacher expectations; (6) teachers' use of questions; (7) specialized subject matter teaching behaviors; and (8) changing teacher behavior through interactive inservice programs. A discussion is presented on the research methodology used in these studies, the general

reliability of research findings, and significant and recurring findings brought forward by this review. A list of 126 references is included. (JD)

AN: ED272842
AU: Farnan,-Nancy-J.
TI: A Look at Reading and Writing as Similar Language Skills: A Review.
PY: [1985]
NT: 24 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cognitive-Development; Elementary-Secondary-Education; Language-Acquisition; Language-Skills; Learning-Strategies; Learning-Theories; Models-
DE: *Cognitive-Processes; *Content-Area-Writing; *Reading-Research; *Reading-Skills; *Reading-Writing-Relationship; *Theory-Practice-Relationship; *Writing-Skills
AB: Four similarities between reading and writing and their corresponding instructional significance are examined in this literature review. Each of the four reviewed topics is prefaced by general instructional suggestions based on research cited in the review. Topics and suggestions are as follows: (1) linguistic--whenever possible, the processes of reading and writing should be integrated within the framework of classroom instruction; (2) cognitive--by virtue of the interrelationship between thought and language, reading and writing should be integrated across all content areas to enhance students' skills in thinking and learning; (3) affective--strategies that take into account students' interest, attention, and motivation are necessary for effective language skill development, since each of these variables influences students' ability to use their language skills to maximum potential; and (4) instructional --instruction should emphasize the complementary nature of reading and writing as mutually facilitative, not mutually exclusive, language skills. The review ends by presenting a model of reading and writing as similar language skills. A three-page reference list is appended. (HOD)

AN: EJ327837
AU: Frager,-Alan-M.
TI: Three Faces of Reading
PY: 1985
JN: Clearing-House; v59 n4 p158-61 Dec 1985
AV: UMI
DE: Educational-Theories; Reading-Comprehension; Reading-Processes
DE: *Early-Reading; *Educational-Philosophy; *Phonics-; *Psycholinguistics-; *Reading-Instruction; *Theory-Practice-Relationship

AB: Presents the ideas of three people highly visible in the field of reading, each of whom holds different views about reading and reading instruction, in an effort to help teachers clarify their own thoughts. (FL)

AN: EJ359142
AU: Gray,-Mary-Jane
TI: Comprehension Monitoring: What the Teacher Should Know.
PY: 1987
JN: Clearing-House; v61 n1 p38-41 Sep 1987
AV: UMI
DE: Cognitive-Processes; Literature-Reviews; Metacognition-; Reading-Improvement; Reading-Research; Reading-Skills; Reading-Strategies
DE: *Reading-Comprehension; *Reading-Instruction; *Teacher-Role; *Theory-Practice-Relationship
AB: Reviews the literature relevant to the subject of comprehension monitoring and offers ideas from the reading research for how students can improve their comprehension and how teachers can tell if students understand what they read. (JC)

AN: EJ291320
AU: Guthrie,-John-T.
TI: Research Views: Writing Connections.
PY: 1984
JN: Reading-Teacher; v37 n6 p540-42 Feb 1984
AV: UMI
DE: Communication-Skills; Educational-Research; Elementary-Education; Reading-Instruction; Writing-Instruction
DE: *Child-Language; *Integrated-Activities; *Interaction-; *Reading-Skills; *Writing-Skills
AB: Discusses the interacitonal function of language. (FL)

AN: EJ268207
AU: Guthrie,-John-T.
TI: Incompatibilities of Home and School.
PY: 1982
JN: Reading-Teacher; v36 n1 p124-26 Oct 1982
AV: Reprint: UMI
DE: Cultural-Differences; Elementary-Education; Minority-Groups
DE: *Conflict-; *Family-Role; *Family-School-Relationship; *Reading-Instruction; *Reading-Research; *School-Role
AB: Discusses recent research showing that certain teaching techniques may be successful with students from one cultural milieu but not from another. Argues that forcing children from language or ethnic minorities to use reading in middle class ways can estrange such children from their origins. (FL)

AN: EJ343702
AU: Harms,-Jeanne-McLain; Lettow,-Lucille-J.
TI: Fostering Ownership of the Reading Experience.
PY: 1986
JN: Reading-Teacher; v40 n3 p324-30 Dec 1986
AV: UMI
DE: Elementary-Education; Reading-Improvement; Reading-Research
DE: *Educational-Theories; *Learning-Processes;
*Reading-Instruction; *Reading-Strategies; *Teacher-Role;
*Theory-Practice-Relationship
AB: Notes that recent research shows the significance of ownership of the writing process and explains how teachers can help students own the reading experience as well. (FL)

AN: ED261356
AU: MacKinnon,-G.-E., Ed.; Waller,-T.-Gary, Ed.
TI: Reading Research: Advances in Theory and Practice. Volume 3.
PY: 1981
AV: Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($37.50).
NT: 265 p.; For volumes 1 through 4, see CS 008 155-158.
PR: Document Not Available from EDRS.
DE: Decoding-Reading; Models-; Reading-Diagnosis;
Reading-Difficulties; Reading-Instruction; Reading-Research;
Reading-Strategies
DE: *Cognitive-Development; *Reading-Comprehension;
*Reading-Processes; *Reading-Skills;
*Theory-Practice-Relationship; *Word-Recognition
AB: Intended to provide a publication outlet for systematic and substantive reviews and syntheses, both empirical and theoretical, and for integrative reports of programatic research, this volume focuses on current theory and research on word identification and comprehension and explores the implication of this work for the teaching of reading. The first chapter provides a critical review of current theories of reading, examining many of the unresolved issues illustrated by existing models and focusing on the particularly difficult problem of how readers at varying levels of skill deal with meaning. The second chapter offers an information processing analysis of some of the mechanisms that underlie the word identification skills of mature readers. The third chapter reviews current research on the development of word recognition skills, focusing on what children know about printed words, how this knowledge is expressed in reading-related tasks, and how it changes with increasing age and experience. The fourth chapter examines what children know about spoken words and the relation of this knowledge to reading, while the fifth chapter considers reading acquisition in the broader context of cognitive development. The final chapter proposes a framework for analyzing individual differences among children in the strategies they employ for dealing with units of text larger than single words, and for teaching comprehension skills to poor

readers. (HTH)

AN: ED261357
AU: MacKinnon,-G.-E., Ed.; Waller,-T.-Gary, Ed.
TI: Reading Research: Advances in Theory and Practice. Volume 4.
PY: 1985
AV: Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($45.00).
NT: 262 p.; For volumes 1 through 3, see CS 008 155-157.
PR: Document Not Available from EDRS.
DE: Cognitive-Processes; Dyslexia-; Elementary-Education; Foreign-Countries; Neurological-Impairments; Reading-Ability; Reading-Achievement; Reading-Processes; Remedial-Reading; Research-Methodology; Research-Needs; Speed-Reading; Theory-Practice-Relationship
DE: *Learning-Processes; *Reading-Difficulties; *Reading-Instruction; *Reading-Research; *Reading-Skills; *Teaching-Methods
AB: Intended to provide an outlet for systematic and substantive reviews, both empirical and theoretical, and for extended integrative reports of programatic research, this volume focuses on the nature of reading and reading disabilities, with implications for both theory and practice. The first chapter of the book reports on a long-term study of the nature of individual differences in reading disability, while the second chapter reports on the current status of a longitudinal investigation in Sweden on the development of reading skills and reading disability. The third chapter addresses the extent to which differences in instruction may contribute to the development of differences in reading skill. The fourth chapter surveys the basic research and theoretical literature on the nature of the reading skill possessed by the skilled reader, and the fifth chapter discusses the processes involved in rapid reading and its nature in speed readers. The final chapter describes what happens to reading skill following brain damage and discusses the implications of studies on individuals so disabled as models of the reading process. (HTH)

AN: ED273924
AU: Mason,-Jana-M.; Allen,-JoBeth
TI: A Review of Emergent Literacy with Implications for Research and Practice in Reading. Technical Report No. 379.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1986
NT: 99 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Cognitive-Processes; Learning-Processes; Preschool-Education; Reading-Instruction; Reading-Research; Reading-Skills; Reading-Writing-Relationship; Skill-Development;

Writing-Instruction; Writing-Skills
DE: *Early-Reading; *Language-Acquisition; *Learning-Theories; *Literacy-; *Theory-Practice-Relationship; *Writing-Readiness
AB: Defining emergent as the process of becoming and literacy as the interrelatedness of reading and writing in young children's development, this paper reviews emergent literacy research and relates it to beginning reading and writing instruction. The first section of the paper describes the social and linguistic contexts for literacy, reviewing research that shows communication patterns and practices and parent-scaffolding of literacy for preschool children to be critically important events for literacy development. The second section deals with oral and written language distinctions and describes why literacy is not a simple extension of oral language. The third section reviews research on the acquisition of emergent reading and writing skills and knowledge, while the fourth presents examples of landmark instructional studies that adopt an emergent literacy perspective. (Author/FL)

AN: EJ343578
AU: Mavrogenes,-Nancy-A.
TI: What Every Reading Teacher Should Know about Emergent Literacy.
PY: 1986
JN: Reading-Teacher; v40 n2 p174-78 Nov 1986
AV: UMI
DE: Creative-Writing; Educational-Theories; Learning-Processes; Literacy-; Primary-Education; Teacher-Role; Writing-Research
DE: *Integrated-Activities; *Language-Acquisition; *Reading-Instruction; *Reading-Writing-Relationship; *Theory-Practice-Relationship; *Writing-Instruction
AB: Reviews recent research showing that creative composition should begin in kindergarten. Presents practical ways teachers can help young children learn to write and thus to read. (FL)

AN: EJ331185
AU: Mendak,-Peggy-Ann
TI: The Use of Silent Reading in the Primary Grades.
PY: 1986
JN: Reading-Teacher; v39 n7 p636-39 Mar 1986
AV: UMI
DE: Primary-Education; Reading-Comprehension; Reading-Research; Reading-Strategies
DE: *Reading-Instruction; *Silent-Reading; *Teaching-Methods; *Theory-Practice-Relationship
AB: Offers an outline of what research says about silent reading and comprehension. Presents suggestions to help children learn to read silently.

AN: ED279997
AU: Miller,-Becky-Iden
TI: Parental Involvement Effects Reading Achievement of First, Second, and Third Graders.
PY: 1986
NT: 43 p.; Exit Project, Indiana University at South Bend.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Family-Environment; Meta-Analysis; Parent-School-Relationship; Parent-Teacher-Cooperation; Primary-Education; Reading-Habits; Reading-Research
DE: *Parent-Attitudes; *Parent-Participation; *Parent-Student-Relationship; *Parent-Teacher-Conferences; *Reading-Achievement; *Reading-Improvement
AB: A review of research data focused on the effects of parental involvement on children's reading achievement and ways in which parents can help promote children's reading achievement. The review included 35 studies (which are briefly summarized) of (1) parents' attitudes about their involvement in their child's education, (2) the positive effects of parent/teacher interaction on children's reading achievement, (3) parental practices at home that influence children's reading achievement, (4) the effects of parental involvement in the classroom on children's reading achievement, and (5) ways to educate parents about guiding their children in effective reading activities. Results of the review indicated that children's achievement can be increased through parental involvement and parent/teacher interaction. Parent attitude surveys revealed that most parents want to be involved in their children's education. Reading to children and listening to them read for 10 minutes daily were found to be the most significant ways parents could increase their children's reading achievement. Findings also indicated that parents can also affect children's achievement by playing educational games, going to the library, and viewing educational television programs with them. Results showed that educating parents to guide their children's reading at home often increases children's reading achievement. (Lists of recommendations for parents and teachers are included, as well as a four-page bibliography.) (JD)

AN: EJ286484
AU: Moore,-David-W.
TI: What Research Did Not Say to the Reading Teacher: A Case Study.
PY: 1983
JN: Reading-Teacher; v37 n1 p14-19 Oct 1983
AV: UMI
DE: Case-Studies; Research-Utilization
DE: *Eye-Movements; *Psychological-Studies; *Reading-Instruction; *Reading-Research; *Research-Problems
AB: Reviews research concerned with eye movement training in the classroom and points out how specific research has been interpreted and applied incorrectly. (FL)

AN: EJ343585
AU: Mosenthal,-Peter-B.
TI: Defining Progress in Reading Research and Practice: The Theorists' Approach.
PY: 1986
JN: Reading-Teacher; v40 n2 p230-33 Nov 1986
AV: UMI
DE: Educational-Theories; Elementary-Education; Research-Methodology; Research-Utilization
DE: *Reading-Instruction; *Reading-Research; *Theory-Practice-Relationship
AB: Discusses several recent contributions to reading research and concludes that before changing teaching methods and programs, educators need to consider ends, decide what the ideal is, and develop criteria to achieve that ideal. (FL)

AN: EJ327884
AU: Mosenthal,-Peter-B.
TI: Translating Definitions of Reading in Research into Practice.
PY: 1986
JN: Reading-Teacher; v39 n5 p476-79 Jan 1986
AV: UMI
DE: Definitions-; Elementary-Education; Learning-Theories
DE: *Reading-Instruction; *Reading-Research; *Theory-Practice-Relationship
AB: Discusses the challenges of translating definitions of reading found in research into classroom practice. (FL)

AN: ED245195
AU: Pearson,-P.-David, Ed.; And-Others
TI: Handbook of Reading Research.
PY: 1984
AV: Longman Inc., 1560 Broadway, New York, NY 10036 ($45.00).
NT: 899 p.
PR: Document Not Available from EDRS.
DE: Beginning-Reading; Cognitive-Processes; Educational-Theories; Listening-Skills; Models-; Motivation-; Oral-Reading; Reading-Comprehension; Reading-Skills; Reading-Strategies; Schemata-Cognition; Sociolinguistics-; Study-Skills; Teacher-Role
DE: *Reading-Instruction; *Reading-Processes; *Reading-Research; *Research-Methodology; *Research-Utilization
AB: Intended for reading educators and researchers, this handbook characterizes the current state of methodology and the cumulative research-based knowledge of reading. The book's three sections cover methodological issues, basic reading processes, and instructional practices. The 25 chapters discuss the following topics: (1) reading research history, (2) reading research traditions, (3) design and analysis of reading experiments, (4)

ethnographic approaches to reading research, (5) building and testing models of reading processes, (6) reading assessment, (7) reading process models, (8) word recognition, (9) schema theory and comprehension processes, (10) listening and reading, (11) text structure, (12) metacognitive skills and reading, (13) sociolinguistic study of reading, (14) social and motivational influences on reading, (15) figurative language, (16) individual differences and underlying cognitive processes, (17) early reading from a developmental perspective, (18) beginning reading instruction, (19) word identification, (20) research on teaching reading comprehension, (21) studying, (22) readability, (23) classroom instruction in reading, (24) managing instruction, and (25) oral reading. Biographical notes are provided for approximately 40 contributors. (HTH)

AN: EJ350597
AU: Piccolo,-Jo-Anne
TI: Expository Text Structure: Teaching and Learning Strategies.
PY: 1987
JN: Reading-Teacher; v40 n9 p838-47 May 1987
AV: UMI
DE: Elementary-Secondary-Education; Expository-Writing; Theory-Practice-Relationship; Writing-Instruction
DE: *Learning-Strategies; *Reading-Comprehension; *Reading-Instruction; *Reading-Writing-Relationship; *Teacher-Role
AB: Describes how expository text structure can be taught to students in fifth through ninth grades by using an adapted version of a process developed by McGee and Richgels. Contains daily lesson plans. (FL)

AN: ED240505
AU: Powell,-William-R.
TI: Mediated (Emergent) Reading Levels: The Construct.
PY: 1983
NT: 13 p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Readability-
DE: *Educational-Innovation; *Reading-Achievement; *Reading-Diagnosis; *Reading-Tests; *Student-Evaluation; *Student-Teacher-Relationship
AB: Theory indicates that a fourth, the emergent, reading level may be even more important in understanding the process of reading development than the three previously designated levels: the independent level, at which students have no difficulty reading on their own; the instructional level, at which students need assistance; and the frustration level, at which students cannot gain information from the material even with assistance.

The emergent level is the level of highest performance within the zone of proximal development, the area created by the difference between students' unaided performance and the level that could be achieved with aid. To determine students' emergent reading levels, dynamic reading assessment sessions rather than static testing procedures must be used. The level at which students gain information with assistance can be established if teachers provide needed demonstrations, modeling, and coaching during the evaluation session. With adult mediation, students are more likely to be placed at the reading level where growth takes place. (MM)

AN: ED234364
AU: Rupley,-William-H.; Wise,-Beth-S.
TI: Reading Teacher Effectiveness Research: Generalizability of Significant Findings. Instructional Research Laboratory Technical Series #R83002.
CS: Texas A and M Univ., College Station. Instructional Research Lab.
PY: 1983
NT: 16 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Research; Data-Analysis; Educational-Research; Elementary-Education; Reading-Research; Reliability-; Science-History; Validity-
DE: *Reading-Teachers; *Research-Design; *Research-Methodology; *Research-Problems; *Teacher-Effectiveness
AB: Research on reading teacher effectiveness has taken several different directions over the past 30 years: during the 1950s and most of the 1960s, research focused primarily on teacher qualities; in the early 1970s attention shifted to the effect of the teaching process on student learning, while in the late 1970s and early 1980s experiments defined more specifically factors involved in teacher effectiveness. Experimental design as well as means of data collection and analysis also altered during this time. The isolated classroom observation of the 1960s, for example, was replaced in the 1970s by more direct observation in classroom settings. Despite distinct improvements, such as refinements in the determination of dependent and independent variables in teaching effectiveness, the generalizability of significant findings continues to be limited by methodological and experimental design problems. (MM)

AN: EJ345150
AU: Santa,-Carol-M.; And-Others
TI: Changing Content Instruction through Action Research.
PY: 1987
JN: Reading-Teacher; v40 n4 p434-38 Jan 1987
AV: UMI
DE: Elementary-Education; Researchers-; Teacher-Education

DE: *Action-Research; *Content-Area-Reading;
*Reading-Instruction; *Teacher-Participation; *Teaching-Methods;
*Theory-Practice-Relationship
AB: Discusses ways to get teachers involved in the process of evaluating and changing their methods of instruction--using the example of teaching content material through round robin reading and discussion. (FL)

AN: EJ345127
AU: Schmitt,-Maribeth-Cassidy; O'Brien,-David-G.
TI: Story Grammars: Some Cautions about the Translation of Research into Practice.
PY: 1986
JN: Reading-Research-and-Instruction; v26 n1 p1-8 Fall 1986
AV: UMI
DE: Learning-Theories; Research-Problems; Story-Grammar; Validity-
DE: *Reader-Text-Relationship; *Reading-Comprehension;
*Reading-Instruction; *Reading-Research; *Research-Methodology;
*Theory-Practice-Relationship
AB: Examines some of the intentions that guided research into story structure, considers some of the validity problems inherent in the research, and outlines some flaws in instructional practices resulting from misinterpretations of it. Concludes with some suggestions for using story structures as a teaching tool. (FL)

AN: EJ336952
AU: Shuman,-R.-Baird
TI: How Classroom Teachers Can Use the Research in Miscue Analysis.
PY: 1984
JN: Illinois-Schools-Journal; v64 n1-4 p18-26 1984
AV: UMI
DE: Elementary-Secondary-Education; Oral-Reading;
Reading-Diagnosis; Reading-Processes; Silent-Reading
DE: *Miscue-Analysis; *Reading-Difficulties;
*Reading-Instruction; *Research-Utilization
AB: Reviews findings on miscue analysis, a psycholinguistic study that seeks to explain why and how readers produce inaccuracies when they read words from the page. Discusses the classification of miscues, oral reading vs. silent reading, and the importance of context. (KH)

AN: EJ327196
AU: Silvern,-Steven
TI: Parent Involvement and Reading Achievement: A Review of Research and Implications for Practice.
PY: 1985

JN: Childhood-Education; v62 n1 p44,46,48-50 Sep-Oct 1985
AV: UMI
DE: Intervention-; Literature-Reviews; Parent-Influence; Parent-Role; Program-Content; Reading-Attitudes; Reading-Readiness; Reading-Research
DE: *Parenting-Skills; *Parent-Participation; *Parent-Teacher-Cooperation; *Reading-Achievement; *Reading-Improvement
AB: This research review identifies parental roles and practices that have been shown to promote reading readiness, receptivity to reading instruction, and increased achievement in reading. Reviews studies of intervention and involvement programs designed to expand or alter parental practices in improving children's reading attitudes and achievement. (DST)

AN: ED262389
AU: Singer,-Harry, Ed.; Ruddell,-Robert-B., Ed.
TI: Theoretical Models and Processes of Reading. Third Edition.
CS: International Reading Association, Newark, Del.
PY: 1985
AV: International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 437, $25.00 member, $35.00 nonmember).
NT: 972 p.; For the first and second editions, see ED 072 401 and ED 124 919, respectively. Author and content indexes may not be legible due to small print.
PR: EDRS Price - MF07/PC39 Plus Postage.
DE: Beginning-Reading; Cognitive-Processes; Educational-History; Elementary-Secondary-Education; Higher-Education; Instructional-Improvement; Language-Acquisition; Metacognition-; Models-; Psycholinguistics-; Reading-Comprehension; Research-Needs; Teaching-Methods; Word-Recognition
DE: *Educational-Theories; *Learning-Theories; *Reading-Instruction; *Reading-Processes; *Reading-Research; *Theory-Practice-Relationship
AB: Intended for teachers, students, and researchers of reading, this book reflects the theories, models, and research generated over the past 10 years on the psychology and pedagogy of reading. Essays in the first section of the book deal with the historical changes in reading research and theory, and the pioneers of reading research. Essays in the second section discuss the various processes of reading, and are organized under subheadings for language, visual perception, word recognition, comprehension, metacognition, affective domain, and culture. Specific topics discussed in this section include oral and written language acquisition and the reading process, comprehension of text structures, development of selective attention strategies for learning from text, and the social context of learning to read. Essays in the third section explore various models of reading, including developmental, information processing, interaction, inferential, transactional-psycholinguistic, and affective

models. Essays in the fourth section deal with teaching and research issues. Each of the four sections begins with a short introduction to its topic of focus. (HTH)

AN: EJ365837
AU: Sterrglass,-Marilyn-S.
TI: Instructional Implications of Three Conceptual Models of Reading/Writing Relationships.
PY: 1987
JN: English-Quarterly; v20 n3 p184-93 Fall 1987
AV: UMI
DE: Classroom-Environment; Elementary-Secondary-Education; Instructional-Effectiveness; Models-; Reader-Text-Relationship; Reading-Comprehension; Reading-Instruction; Teaching-Methods; Theory-Practice-Relationship; Writing-Instruction
DE: *Reading-Processes; *Reading-Writing-Relationship; *Writing-Processes
AB: Notes that varying the conceptual models of the relationship between reading and writing processes, as parallel, interactive, or transactional, has influenced instructional practices. (JC)

AN: EJ327876
AU: Templeton,-Shane
TI: Literacy, Readiness, and Basals.
PY: 1986
JN: Reading-Teacher; v39 n5 p403-09 Jan 1986
AV: UMI
DE: Content-Analysis; Elementary-Education; Language-Acquisition; Theory-Practice-Relationship
DE: *Learning-Activities; *Reading-Instruction; *Reading-Readiness; *Reading-Research
AB: Argues that the way reading is taught to the youngest children sets the stage for their future learning. Notes that recent research shows that some basal readiness activities are better avoided or postponed. (FL)

AN: ED280000
AU: Tutolo,-Daniel
TI: The Changing Role of the Reading Specialist.
PY: 1987
NT: 16 p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February 15-18, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Change; Educational-Practices; Educational-Trends; Elementary-Secondary-Education; Leadership-Responsibility; Remedial-Instruction; Teaching-Methods; Theory-Practice-Relationship
DE: *Reading-Consultants; *Reading-Instruction;

*Reading-Teachers; *Remedial-Reading; *Resource-Staff
AB: The role of special reading teachers is currently in flux, as local education agencies expect them to work increasingly with other teachers and parents and consequently provide less direct instruction for students. Historically, reading specialists taught disabled readers since it was hypothesized that their special training in reading diagnosis would lead to more successful instruction than was available in the regular classroom. But empirical studies questioned this advantage, and researchers discovered that most children in special reading programs were not disabled readers but slow learners. Now, specialists instruct fewer children directly, and instead coordinate formal diagnosis for the entire staff, as well as conducting inservice sessions to release teacher potential. Some of the following functions will emerge as responsibilities: (1) coordinating materials selection committees; (2) assisting in setting, modifying and evaluating program goals; (3) coordinating instruction for students with varied linguistic backgrounds; and (4) working directly with classroom teachers to introduce new methodologies--the most crucial function. Reading specialists should now be identified as reading resource teachers because their primary role has shifted from teaching students to aiding teachers. Such a resource person must stop thinking exclusively as a classroom teacher, develop leadership competence, balance theory and practice, as well as plan for overall schoolwide change in reading procedure. (NKA)

AN: EJ291313
AU: Vukelich,-Carol
TI: Parents' Role in the Reading Process: A Review of Practical Suggestions and Ways to Communicate with Parents.
PY: 1984
JN: Reading-Teacher; v37 n6 p472-77 Feb 1984
AV: UMI
DE: Elementary-Education; Reading-Aloud-to-Others; School-Role
DE: *Parent-Child-Relationship; *Parent-Participation; *Parent-Role; *Parent-School-Relationship; *Reading-Instruction
AB: Reviews a search of the professional literature concerning parent involvement in reading instruction. Explains the four most frequently mentioned suggestions for parent participation. (FL)

AN: ED273926
AU: Weaver,-Constance
TI: Reading as a Whole-Brain Process: Both Reality and Metaphor.
PY: 1986
NT: 28 p.; Paper presented at the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986). Funding provided by a Fellowship from Western Michigan University.
PR: EDRS Price - MF01/PC02 Plus Postage.

DE: Dyslexia-; Elementary-Secondary-Education; Reading-Difficulties; Theory-Practice-Relationship
DE: *Brain-Hemisphere-Functions; *Holistic-Approach; *Learning-Theories; *Reading-Instruction; *Reading-Processes; *Reading-Research
AB: Those to whom teachers are accountable--administrators, parents, and the public--seem to be inclined to ignore the findings of more than 20 years of research into the process of efficient and proficient reading in favor of dehumanized instruction that reduces reading to bits and pieces of skills instruction. They cling to the metaphor of mind as machine, an engine built from smaller to increasingly larger parts. To counteract this dangerous, damaging mechanistic metaphor, educators need to develop new metaphors, in particular metaphors that conceptualize reading as a whole-brain process involving interaction and synchronization between the right and left cerebral hemispheres. This metaphor can be supported not merely by inferences from research into the reading process, but by research on hemispheric and whole brain functioning and, indirectly, by various studies of so-called dyslexia. To promote the more efficient teaching of reading, teachers need to (1) advocate and exemplify in their teaching a holistic approach to reading instruction; (2) investigate techniques and technology for promoting the simultaneous, synchronous use of both brain hemispheres; and (3) capitalize upon the popular interest in hemispheric processing to convey to other educators and to administrators, parents, and the public that reading is a whole brain process. (FL)

AN: EJ297934
AU: Wiesendanger,-Katherine-D.; Birlem,-Ellen-D.
TI: The Effectiveness of SSR: An Overview of the Research.
PY: 1984
JN: Reading-Horizons; v24 n3 p197-201 Spr 1984
AV: UMI
DE: Program-Effectiveness; Research-Problems
DE: *Reading-Improvement; *Reading-Instruction; *Reading-Research; *Research-Utilization; *Sustained-Silent-Reading
AB: Reviews research concerning sustained silent reading and lists factors that are important in determining whether such a reading program is successful. (FL)

AN: ED277999
AU: Wilson,-Paul-T.; And-Others
TI: Children's Book Reading Habits: A New Criterion for Literacy. Reading Education Report No. 63.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1986

NT: 32 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Books-; Elementary-Education; Reading-Interests; Reading-Materials; Reading-Research; Theory-Practice-Relationship
DE: *Elementary-School-Students; *Literacy-; *Reading-Habits; *Recreational-Reading; *Supplementary-Reading-Materials
AB: To the traditional arguments for teaching children to read can be added the contemporary idea that literacy is a tool, the necessary skill for full participation in society, and the ticket to social mobility and success. New reasons for reading books have emerged from recent gains in the understanding of the comprehension process and the nature of language and language learning. However, students whose sole exposure to reading is through stories in the basal readers encountered in most schools are not likely to develop much interest in reading. In a sampling analysis of school children, book reading time emerged consistently as the best predictor of fifth-grade comprehension, vocabulary size, reading speed, and gains in comprehension between second and fifth grade. If the goal of a more literate America is to be achieved, children must be given opportunities to read, motivation to read, and access to books, a vital ingredient. Many children do not have books at home, and the presence of a variety of books in school classrooms is absolutely crucial to reading development. Learning to read must be viewed as the process of acquiring the reading habit, and literacy must be viewed as the regular exercise of reading skills through reading books. (NKA)

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